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ABSTRACT

In Utah, Migrant Education is a summer-only program offered at 10 sites for children from preschool through high school. Federal funds for programming are allocated to school districts according to enrollment statistics, number of staff, review of program offerings, and fiscal status. The program identifies eligible migrant children and enrolls them in the Migrant Student Record Transfer System (MSRTS), which facilitates the transfer of migrant student education and health records. The largest percentages of migrant students served in Utah originated from Texas, Arizona, California, and Mexico. For the past 3 years the program has placed emphasis on meeting the needs of secondary students to assist them in completing their educational program. On-site evaluations were completed each year. This report describes the 10 program sites in terms of enrollment, staff involvement, curricular activities, areas of strengths and weaknesses, and program goals. The appendices contain tables and graphics displaying data about student enrollment, gender, district, instructional service, grade, age, ethnicity, migrant status, and support services. Also included are pretest and posttest achievement scores for reading and mathematics at each grade level of each program site. Achievement gains were made in each grade level compared to the national average score. (LP)

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MIGRANT EDUCATION
HARVEST OF HOPE

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UTAH MIGRANT EDUCATION

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JANUARY 1991

UTAH MIGRANT EDUCATION
ANNUAL SUMMER EVALUATION REPORT

UTAH STATE OFFICE OF EDUCATION

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F O R E W O R D

This Evaluation Report is prepared under the authority of the United States Department of Education (Public Law 100-297).

While it is a Federal requirement to "conduct an evaluation of the Chapter 1, Migrant Education Program in the State . . . and make public the results of that evaluation", this report was compiled to provide information about educational programs for migrant children of migratory agricultural workers. The gathering of information for this narrative comes from the following areas: curriculum, testing, non-academic activities, observation, documentation of events, and basic educational statistics. Another important reason for evaluating programs is to give staff a sense of pre-assessment information so that the program can continue to provide the most effective instruction.

The Utah State Office of Education recognizes its responsibilities to migrant children and will continue to provide the necessary support for this program. Commitment to the continuance of education and support services for migrant children will be maintained in providing quality programs in the State of Utah.

Jay B. Taggart
State Superintendent
of Public Instruction

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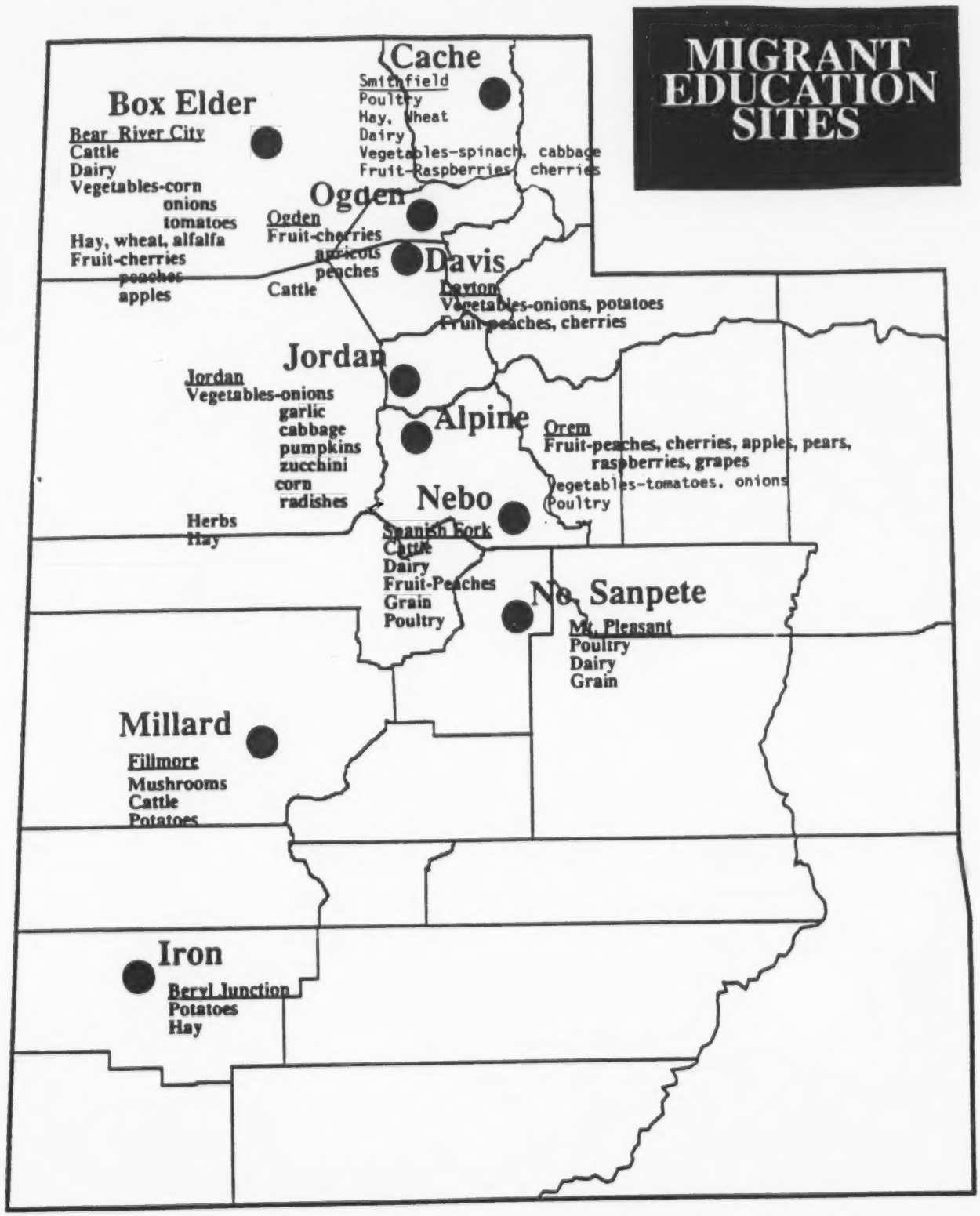

MIGRANT EDUCATION SITES
Cache
Smithfield
Poultry
Hay, Wheat
Dairy
Vegetables-spinach, cabbage
Fruit-Raspberries, cherries
Box Elder
Bear River City
Cattle
Dairy
Vegetables-corn
onions
tomatoes
Hay, wheat, alfalfa
Fruit-cherries
peaches
apples
Ogden
Ogden
Fruit-cherries
apricots
peaches
Cattle
Davis
Layton
Vegetables-onions, potatoes
Fruit-peaches, cherries
Jordan
Jordan
Vegetables-onions
garlic
cabbage
pumpkins
zucchini
corn
radishes
Herbs
Hay
Alpine
Orem
Fruit-peaches, cherries, apples, pears,
raspberries, grapes
Vegetables-tomatoes, onions
Poultry
Nebo
Spanish Fork
Cattle
Dairy
Fruit-Peaches
Grain
Poultry
No. Sanpete
Mt. Pleasant
Poultry
Dairy
Grain
Millard
Fillmore
Mushrooms
Cattle
Potatoes
Iron
Beryl Junction
Potatoes
Hay

THE MIGRANT EDUCATION PROGRAM

Migrant Education is a federally subsidized program for disadvantaged students of parents who are employed in seasonal agricultural work and must move frequently to follow seasonal farm work activity. Migrant Education supplements regular education programs for these children. In Utah, Migrant Education is a summer-only program.

THE PURPOSE OF MIGRANT EDUCATION

Migrant Education provides education and support services to children of migrant parents. It is specifically designed to meet the individual needs of children from preschool through high school (ages 3-21) who qualify for the program. Children of migrant parents have their education interrupted frequently as the families move from place to place. This mobility places these children at a distinct disadvantage in their school work.

Some of the special services provided for these children include health services, reading and math, career awareness, instruction in the English language, as well as social skills and adequate nutrition through special lunch and breakfast programs.

HOW THE PROGRAM IS FUNDED

Federal funds totally support the program. These funds are allocated to districts according to enrollment statistics, number of staff, review of program offerings and fiscal status. Some services are provided at no cost from organizations such as Family Health Services at on-site health clinics. Districts also provide some support services free of charge to the program.

WHO IS ELIGIBLE TO PARTICIPATE IN THE MIGRANT EDUCATION PROGRAM

Children are considered eligible to participate in the Migrant Education Program if their parents are agricultural workers and employed in seasonal agricultural activities. "Currently migratory" students must have moved from one school district to another within the last twelve months to qualify in this category. Currently migratory children receive priority consideration in the Utah program.

Children who have lived in the same area for twelve or more months are "Formerly Migrant" and are eligible to participate

in the program. After living in the same location for six years, however, the students are no longer considered to be migrant and are not eligible for migrant services.

The Certificate of Eligibility (COE) is the document used in Utah to identify eligible migrant children and to enroll them in the Migrant Student Record Transfer System (MSRTS) data bank. As a part of the "checks and balances" procedure to ensure that all important information is handled as responsibly as possible, the State Recruiter reviews all COEs and provides ongoing training and inservice to local recruiters.

WHERE STUDENTS COME FROM

Utah has the potential of having students from all of the states in the nation. The largest percent, however, come from Texas, Arizona, California, and Mexico.

Students are served on a priority basis with students who move from state to state regularly and frequently receiving the highest priority.

HOW CHILDREN ARE TRACKED FROM ONE STATE TO ANOTHER

The MSRTS is a national computer network which was created to facilitate the transfer of migrant student education and health records. As children enter Utah and are certified eligible for migrant programs, they receive a special MSRTS student identification number that tracks them when they move to other locations or states. As information is gathered, such as enrollment data, individual student progress data, test data, health records, it is transmitted to the national data bank in Little Rock, Arkansas. When a migrant family moves, information is sent to their new school upon enrollment.

SECONDARY STUDENTS IN THE MIGRANT PROGRAM

For the past three years emphasis has been placed on serving secondary students, grades 9 and above. The direction is to identify local staff who are partially paid from migrant funds to function as a recruiter/liaison/advocacy person. Their role is to assess the academic and support needs and to secure tutoring services, guidance and counseling, transportation, and others that will assist the secondary students in completing their educational programs. At present there is a staff member functioning in this role on a part-time basis at each of the ten migrant programs in Utah.

SERVICES PROVIDED BY THE MIGRANT PROGRAM

In addition to education services, a continuing effort is made to coordinate with other programs and agencies to serve migrant children. Some of the areas in which such coordination occurs include preschool facilities, nutrition, outreach and transportation, food services, medical and dental services. Some of the agencies with which the SEA has coordinated services include:

- Dept. of Economic and Community Development
- Family Health Services
- Farm Bureau
- Migrant Head Start
- Institute of Human Resource Development
- Office of Job Training for Economic Development
- Program Coordinating Centers
- Rural Technical Assistance Center
- Statewide Medical Survey through Head Start
- Technical Assistance Center
- Utah State University
- University of Utah
- Weber State University
- Brigham Young University

HOW PROGRAMS ARE EVALUATED

On-site evaluations are completed each year during the operation time of each program. Teams visit each program and fill out an evaluation form which is based on federal regulations and guidelines and on the LEA application form from each school. The staff at each Migrant Program site are given immediate feedback through a debriefing meeting at the conclusion of the visit if requested. A formal letter outlining the findings of the review team is sent to the State Director of Migrant Education for review.

Team members are representatives from various education programs and services at the SEA. Teams this year consisted of the following staff members:

- Ms. Linda Alder, Education Specialist, Research & Development
- Mr. Richard Burbidge, Specialist, Chapter 1, Rdg Spclst
- Ms. Shirley Cannon, Sec., MSRTS Data Entry Specialist
- Mr. Boone Colgrove, Specialist, Curriculum
- Dr. Jay Donaldson, State Director, Chapter 1
- Dr. Bill Earl, Specialist, Math Curriculum
- Ms. Peggy Frisby, Utah Public Ed Foundation/Volunteerism

- Ms. Gail Johnson, Ed Specialist, Project Assistance
- Mr. Les Haley, Specialist, Services for At Risk Students
- Ms. Joyce Hansen, Specialist, Accreditation/International Education
- Dr. Kenneth Hennefer, Specialist, Vocational Education
- Mr. Larry Horyna, Coordinator, Project Assistance Services
- Dr. Richard Keene, Specialist, Assessment
- Dr. Nancy Livingston, Specialist, Reading Curriculum
- Mr. Jerry Ortega, State Director of Migrant Education
- Ms. Charleen Pierce, Secretary
- Dr. Kenton Reavis, Specialist, Services for at Risk Students
- Mr. Dale Sheld, Specialist, Learning Disabilities, Communication Disorders
- Mr. Karl Wilson, Specialist, Chapter 1
- Ms. Carol Voorhees, Specialist, Substance Abuse

WHERE MIGRANT EDUCATION PROGRAMS ARE LOCATED IN UTAH

There are ten Migrant Education sites in Utah. Alpine, Box Elder, Cache, Davis, Iron, Jordan, Millard, Nebo, North Sanpete and Ogden districts each provide migrant children with an educational program. All of the programs operate during the summer months only.

DISTRICT	PROGRAM DIRECTOR	SCHOOL SITE
Alpine	Dr. Victoria Anderson	Cherry Hill Elem. Mr. Karl Bowman, 250 East 1650 South Orem, UT 84057
Box Elder	Charles Woolums	Bear River Mr. John Madsen Bear River, UT 84301
Cache	Patt Hansen Chad Downs	Sky View H.S. Mr. Boyd Jensen 520 South 250 East Smithfield, UT 84335
Davis	Les Broadhead	West Point School 3788 West 300 North West Point, UT 84015
Iron	Don Hughes	Escalante Valley Wayne Mifflin Star Rt., Box 38 Beryl, UT 84714

Jordan	Dr. Ilona Pierce	Midvale Elem. 385 East Center Midvale, UT 84047
Millard	Reece Finlinson Barbara Nielsen	Fillmore Elem. Chuck Ferguson 430 South 500 West Fillmore, UT 84631
Nebo	Deanna Nyman Lynn Jones	Payson Jr. H.S. Lynn Jones 1025 South Hiway 91 Payson, UT 84641
North Sanpete	Dr. Reed Miller	Mt. Pleasant Elem 55 East 100 South Mt. Pleasant, UT 84647
Ogden	John Ulibarri	Dee Elementary Julio Cortez 550-22nd St. Ogden, UT 84401

OBSERVATIONS AND COMMENTS FROM EVALUATION VISITS:

ALPINE

The Migrant Education Summer Program was conducted at the Cherry Hill Elementary School. Enrollment for the summer of 1991 was 282.

A high percentage of staff have the spanish facility in addition to english and effectively communicate with students. The use of the spanish language helps to communicate more effectively with the parents of these children. In discussions with various staff members it was noted that the staff with the spanish facility were more aware of the subtleties in the spanish culture. This knowledge and experience facilitated the involvement of parents in the migrant program.

The resiliency of the program was reflected in its ability to make adjustments when the influx of students was greatly increased at the conclusion of a regular program in another school district in the Utah County catchment area. We recognize that many adjustments were needed to accommodate an increase of students; therefore, we recognize that during certain times of program duration, the change of student/ teacher ratios was high. This, of course, does not reflect negatively on the program but shows the sincere efforts to accommodate all migrant students in the Utah County area.

Alpine continued

A strong effort at the SEA level has been made to encourage all school districts to assess the needs of their older students--grades seven and higher. It is felt that students who spend time in the program, then leave and receive no credit for work completed receive no incentive to continue in the secondary program. Efforts in this area are recognized and districts are encouraged to continue assisting secondary students.

An outstanding component of the program is the use of a counselor at the school. In observing her instruction and activities, we noted that she provides a positive aspect to the program. We had the opportunity to observe the manner in which she solicits students' remarks based on stories that have been read to them. The counselor then notes the feelings of the students in their interpretations of situations of the main character. During classroom activities, she demonstrates how to give "warm fuzzies" and "cold pricklies" so students benefit from such interactions. She utilizes, very effectively, John Goddard's materials on setting personal goals.

An open invitation is extended to parents to visit the classrooms. Parents visit during clinic day and can talk with medical staff during that time. This gives parents the opportunity to learn to teach their children about health and hygiene.

Below are the goals the local director and his staff identified they would be working on this summer:

- Identify the number of students who would be able to demonstrate two months growth on the local AIMS test.

- Hold daily discussions between teachers, counselor, administrator, and recruiter regarding student progress.

- Improve attendance.

- Coordinate credits earned with the high school.

All staff in the Migrant Education program are committed, loyal and supportive of the program.

BOX ELDER

The Migrant Education Summer Program was conducted at the Bear River School. Enrollment for the summer of 1991 was 142. Attendence was high, particularly of the older students. The

innovative project implemented the preceding regular school year made a significant contribution toward participation during the summer. The "credit make-up" system devised worked nicely and provided real relevance for the older students and rewarded their efforts to attend and be more responsible for their own learning.

The computers provided an interesting intrigue for students. With many units assembled in the lab, all migrant students were able to get a considerable amount of time on the computers. A wide variety of software was provided which was especially helpful in covering the needs of secondary students on subjects for which they want credit.

The teachers continuously work to bolster self-esteem in the students and take into consideration individual differences in all types of interaction, i.e. assignments, academic challenges, or social activities. Staff have built a rapport with the students to the extent that students contribute, volunteer and take risks in group situations, probably to a much greater extent than in their regular classrooms. Health and nutrition concerns are monitored by the faculty.

Below are the goals the local director and his staff identified they would be working on this summer:

- Measure student progress and identify a person to be responsible to monitor this activity.
- Expand social skills with the experience of field trips.
- Improve attendance.
- Coordinate credits toward graduation with the high school.

CACHE

The Migrant Education Summer Program was conducted at Sky View High School. Enrollment for the summer of 1991 was 155.

The kindergarten students were provided with appropriate-sized tables and chairs. Materials from a nearby elementary school were shared with the migrant children. Blocks and other items were purchased for the smaller children. Computers were made available for the older students. Reading and reference books were provided to help bridge the reading material problem.

Cache continued

Staff display a high degree of caring for the students. There is warm socialization among the students with the faculty. Teachers are very alert to opportunities to infuse positive self-image comments and interaction in all activities--classroom and elsewhere. The children are happy and involved in learning activities and all other aspects of the program. Several teachers and aides are bilingual and are fulfilling the needs of children who have lesser developed english skills. The pull-out program is very helpful to the spanish speaking students. Spanish textbooks will be obtained for future use.

There is good parental involvement, with many parents visiting the school from day to day on an informal basis, as well as the annual State/PAC meeting being well attended. Frequent home and phone contacts are made with parents.

Below are the goals the local director and his staff identified they would be working on this summer:

- Measure student progress and a person will be identified to be responsibe to monitor this activity.

- Improve attendance.

- Encourage good health habits by providing information on hygiene, such as brushing teeth, washing hands and similar health habits.

DAVIS

This was the first year that the Migrant Education Summer Program was conducted at the West Point School. Enrollment for the summer of 1991 was 73.

There is evidence of good staff commitment to the migrant program and the students. In addition, this year there is exemplary use of aides in instruction. The inclusion of these aides reduces the pupil/teacher ratio and provides much to the students' education. The aides have been carefully selected and have extensive previous experience in migrant education. A positive result in the volunteer program is using the services of a former migrant student as a tutor.

An important component that adds strength to the program is the use of the various resources of the Basic Chapter 1 program. Supplemental resources reflect the support from other programs administered in the Davis School District.

Davis continued

An exemplary component of the program is the enrichment of curricular activities. The variety of activities helps students retain an interest in learning. Learning activities are 20 minutes in length and are changed frequently enough to maintain positive momentum.

Use of the computer lab and the Chapter 1 learning centers was made available to the migrant students. The activity "Looking Out the Window" is an especially interesting awareness enrichment activity. Another exemplary component of the program is the older students have the opportunity to attend the high school where they participate in the PACE program under the direction of a tutor. The introduction of secondary activities is highly commended.

Below are the goals the local director and his staff identified they would be working on this summer:

- Involve parents in the SEP plans of their children.
- Tutor each student in Program Tutorial Reading.
- Participate with the Davis Applied Technology Center in a partnership in the secondary program.
- Coordinate credits earned toward graduation with the high school.
- Provide career awareness to secondary students.

IRON

The Migrant Education Summer Program was conducted at the Escalante Valley School. Enrollment for the summer of 1991 was 42.

An increase in parental involvement was noted. Several parental activities included culture day, the state parent meeting, and two Chapter 1 parent meetings conducted during the regular school year.

The Early Childhood class implemented activities that are developmentally appropriate in both social and reading readiness skills.

The principal clearly provides vision for the teaching staff at the school. His leadership reinforces administrative

support from the school district, which positively fosters the ability to serve migrant students. Efforts are being made to coordinate the summer migrant program activities with the regular school.

A trained reading specialist joined the staff. This effort helps to better meet each student's individual learning needs. An important result is that older students are able to earn credits for their summer efforts.

A regular classroom teacher volunteered to help one of the migrant students maintain skills mastered in the summer program.

Moving from the previous location to the Escalante Valley School adds strength to the program and provides additional physical resources for migrant students, e.g., computer lab, cafeteria and food services, and library accessibility.

This program is moving toward coordinating efforts with Chapter 1, Special Education, and other at-risk programs and resources so services are extended to all students at risk.

Below are the goals the local director and his staff identified they would be working on this summer:

- Improve skills of each student in reading, writing, communication, math, and spelling.
- Improve self-esteem and computer literacy of each student.
- Coordinate specific activities for secondary students.
- Coordinate credits earned toward graduation with the high school.
- Provide career awareness for secondary students.

JORDAN

The Migrant Education Summer Program was conducted at the Midvale Elementary School. Enrollment for the summer of 1991 was 75.

A concerted effort to provide services to the secondary population was in place this year. Students attend regular classes in one of the district's high schools during the

school year. In the summer, students are placed by counsellors in summer school classes and are provided services focused on each student's academic needs. Secondary students are also provided the option to work toward and earn a full unit of credit during this period. In addition, when warranted, tuition is paid for the student by the program funds.

One student graduated from high school last year and two are expected to graduate this year. The secondary students are tracked throughout the school year. When students are experiencing problems in any area, the appropriate secondary staff is contacted and arrangements are made to have tutors work with students on a pull-out basis. All migrant students are tracked on a data base so that staff can instantly be aware of the students' needs and problems they may be having.

Arrangements for the pre-school and kindergarten children were well implemented. The teacher's deep interest in Early Childhood Education and her participation in taking classes at the Salt Lake Community College were added bonuses to classroom management. Appropriate classroom arrangements and manipulatives and other activities are being utilized in an appropriate manner. The children were completing worksheets on numbers and shapes, which is appropriate for this age group.

This program has continuous interaction with parents and program staff. As part of the liaison/recruitment effort, home visits are made by the recruiter so that constant contact is made and communication links are maintained. It was noted that parents will visit teachers on site. Notes and correspondence are written in both english and spanish. Parents attend back-to-school nights, when the migrant program and its activities are described.

Inservice training on testing is provided to migrant staff, covering how to administer tests and interpret data and its effective use in the application of classroom instruction. Teachers also receive in-service training at the state-offered workshop, and throughout the school year provided by the bilingual program.

MILLARD

The Migrant Education Summer Program was conducted at the Fillmore Elementary School. Enrollment for the summer of 1991 was 77.

Millard continued

Teaching staff are included in developing the goals and desired outcomes as described in the application. There is increased communication between school district staff and the summer migrant education program.

A strength of the program is that it continues to employ certificated staff who are supportive of migrant students and who are sincerely concerned about their successes. The commitment and sincere interest of staff is reflected in the increase of achievement scores in the basic subject areas of the summer curriculum. Also, attendance reflects the quality of staff support for the students. Staff has cultivated a learning atmosphere that is conducive and inviting to students. There is good rapport between students and staff. The relationship between teachers and students provides positive reinforcement and encourages students to learn and behave appropriately in the school setting. The classroom instruction objectives are based on sound diagnoses from the assessment and instruction addresses individual student learning needs. The pre-school class uses effective strategies for this age group with an emphasis toward the development of both social and readiness skills.

Below are the goals the local director and his staff identified they would be working on this summer:

- Make staff aware of the objectives and components of the approved application.
- Provide healthy life skills and social skills for each student.
- Design specific activities for secondary students.
- Coordinate credits toward graduation with the high school.
- Provide career awareness for secondary students.

NEBO

The Migrant Education Summer Program was conducted at the Payson Jr. High School and the Taylor Elementary School. Enrollment for the summer of 1991 was 157.

The Nebo Migrant Education Program has been relocated from the Park Elementary School in Spanish Fork to the two above-mentioned schools. This action reduces the amount of

Nebo continued

travel time for the students and, indirectly reduces transportation costs. The Taylor Elementary School provides services for elementary students and the Payson Jr. High School serves students grades 7 and higher.

Nebo School District's Chapter 1 Director provided information on students' tests and progress for the settled-out migrant students to the summer migrant education program staff in a timely manner.

Secondary program activities such as math, science, english, geography, computer science, have been expanded. Students are able to learn skills and earn partial credit.

Parents were invited to accompany students through a typical school day to help parents better understand the migrant program. About 25 percent of the parents participated.

An exemplary activity is weekly meetings to provide inservice training to staff.

Below are the goals the local director and his staff identified they would be working on this summer:

- Make staff aware of the objectives and components of the approved application.
- Obtain parental responses on a regular basis relating to their students involvement in the program.
- Coordinate identified services for students.
- Coordinate credits toward graduation with high schools.
- Provide career awareness for secondary students.

NORTH SANPETE

The Migrant Education Summer Program was conducted at the Mount Pleasant Elementary School. Enrollment for the summer of 1991 was 220.

A full-time summer recruiter was hired who is able to serve the needs of the students. The recruiter also provides some tracking of migrant students who are enrolled during the regular school year. Parallel with this tracking system, the school district has increased the level of communication

North Sanpete continued

between the summer migrant education program and the regular program.

The program has developed clearly defined goals and objectives that can build upon with the Core Curriculum and other district goals. This has resulted in better administrative support.

An exemplary component is the continued effort by staff to develop activities for a learning environment that encourages a positive self esteem.

The MSRTS related forms and data are accurate. Records appear to be an accurate accounting of information.

Below are the goals the local director and his staff identified they would be working on this summer:

- Make staff aware of the objectives and components of the approved application.
- Coordinate specific activities for secondary students.
- Coordinate credits toward graduation with the high school.
- Provide career awareness for secondary students.

OGDEN

The Migrant Education Summer Program was conducted at the Dee Elementary School. Enrollment for the summer of 1991 was 391.

Staff are providing good leadership for the program. The instructional atmosphere among instructors and students is comfortable, and students are engaged in learning tasks. Relationships between students and teachers are positive. Students appear to understand and benefit from instruction from both teachers and teaching assistants. Staff members speak spanish fluently; this bilingual ability provides many instructional and cultural benefits.

Parents are invited to visit the program each Tuesday. Invitations are rotated on a grade-level basis. Parents have the opportunity to observe the instructional program and to eat lunch with their child(ren). Parent participation has increased significantly during the past three years.

Ogden Continued

The school physical facilities are outstanding. The building is air conditioned, classrooms are spacious and, in addition, the playground area and lunch facilities are exceptional.

Use of the WICAT lab equipment is available to all students. With the exception of kindergarten, all grades are scheduled on a daily basis for WICAT lab instruction. Some students in the upper grades were working on projects to earn credit for graduation.

The involvement of the migrant recruiter is very effective. More than 370 students have been enrolled this year. The recruiter is familiar with the residency of migrant workers and has developed a personal relationship with parents. In the coming year, the recruiter's function will be liaison/outreach staff. This change will improve coordination among programs that, ultimately, will benefit students.

There are good community resources to aid parents and teachers. From this coordination, many benefits have been provided to the program, such as the Catholic Bishop's warehouse donating clothing, Kimberly Clark donating diapers, and the RIF program donating paperback books. There have been several donations made from individuals who have contributed money to send students to Space Camp.

Below are the goals the local director and his staff identified they would be working on this summer:

- Make staff aware of the objectives and components of the approved application.
- Specify activities for secondary students.
- Coordinate credits toward graduation with the high school.
- Provide career awareness for secondary students.
- Continue to receive additional community support services.
- Review possibility of identifying a student(s) who may participate in the Space Camp Program.

PARENT PARTICIPATION

Parent involvement is very important to the Migrant Program in Utah. This year the SEA provided two PAC meetings to give

parents information on learning activities they could use with their children at home. One meeting was held in Ogden, Utah on July 16, 1991 with 414 in attendance. The other meeting was held in North Sanpete on July 2, 1991 with 543 in attendance. Each individual Migrant Program involves parents through volunteerism, home visits and notes, PAC meetings and other parent meetings. Recruiters are especially involved with parents. They hold meetings for parents on how to work with their children. They meet with parents in their homes to discuss the good things the children do, as well as to discuss behavioral and other problems. The SEA has worked this year to provide resources and support to local programs in this very important area.

Parents received training in the following areas: reasons for children participating in migrant education, program objectives and methods used, information, activities and training on how to work with their children at home, understanding program requirements, effective partnerships between the school and the home, opportunities to be informed about the program. Specific activities covered volunteerism, attending meetings, problem solving participation, and parental response to school communication.

HOW THE SEA SUPPORTS LOCAL MIGRANT PROGRAMS

The SEA provides ongoing training, inservice, technical assistance, and other support services to local programs. Assistance is readily available for questions on eligibility, filling out forms correctly, or helping with individual problems, and securing training activities as requested by the LEA or determined by response to school communication.

WHERE MORE INFORMATION CAN BE OBTAINED

The Migrant Education Program in Utah is coordinated and directed from the Utah State Office of Education. For more information, please contact the Migrant Education Office (801-538-7725), Utah State Office of Education, 250 East 500 South, Salt Lake City, Utah 84111.

INSERVICE TRAINING SCHEDULE

DATE	LOCATION	PARTICIPANT	OBJECTIVE
1/30/91	Salt Lake City	All project & site directors	Update on current thinking and policies in program administration
5/10 & 11	Salt Lake City	All Migrant Staff	Provide inservice training such as health, diagnostic math techniques, classroom management: How to direct & correct positively, How to talk to kids about drugs, Strategies to spark success for secondary students & parental involvement, identification & recruitment.
*7/2/91	Mt. Pleasant	Parents & staff residing within a multi school district area	Provide training & inservice for parents
*7/16/91	Ogden	Parents & staff residing within a multi school district area	Provide training & inservice for parents

*State PAC meetings

LEVELS OF PARENT INVOLVEMENT

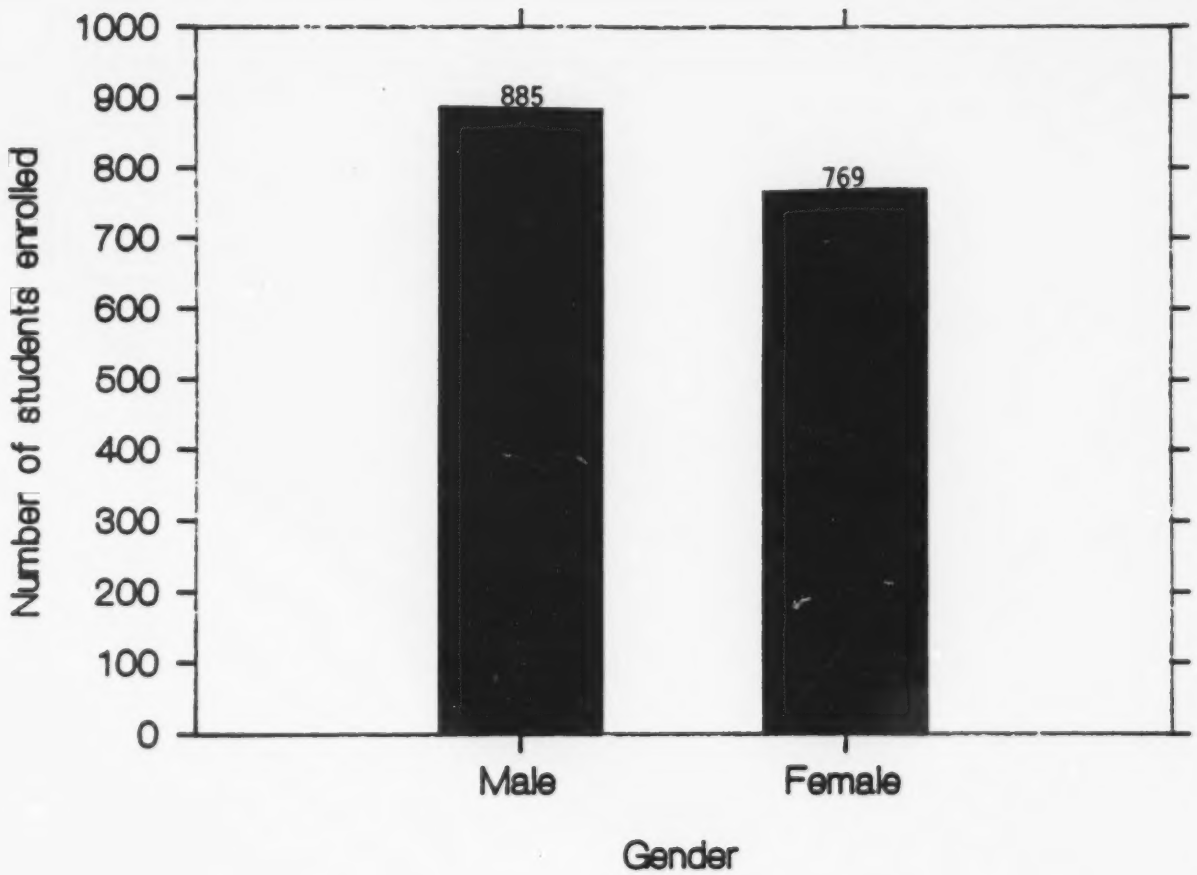
Number of parent volunteers	14
Number of other volunteers	29
Number of hours worked by volunteers	594
Number of parent meetings held	48
Back to school	4
Open House	4
Student programs & dinner	3
Parent Teacher conferences	81
Luncheons	1
Parent workshops	4
Public hearing and banquet	4
Number of parents attending meetings	67
Back to school	220
Open House	228
Student programs	38
Parent teacher conferences	75
Parent workshops	5
State PAC	324
Number of parents who participate in	
Decision making	129
Problem solving	97
Program planning	257
Number of meetings held that include parents in	
Decision making	4
Problem solving	4
Program planning	7
Number of parental complaints	8
Number of days of homework assigned	60
Number of parents that check homework assignments	56
Number of parents involved in at-home learning activities with students	32
Number of parent responses to school communications	293
Number of home contacts made by teachers	12
Phone calls	31
Notes	25
Flyers	154
Newsletters	1
Personal visits	70
Parent surveys	1
Student progress reports	39
Calendars	35
Classroom/school policies	1
Discipline	4
Homework	136
Health regulations	40

Suggestions of ways for parents to help children	37
Handbooks	10
Meeting Notices	185
Notice of absences	39
Notice of discipline problems	17
Notice of academic problems at school	4
Health problems	3
Number of home contacts made by recruiter	50
Phone calls	248
Notes	569
Flyers	465
Personal visits	460
Parent surveys	2
Calendars	52
Classroom/school policies	2
Discipline	7
Homework	1
Health regulations	1
Absence/tardies	6
Suggestions of ways for parents to help children	17
Handbooks	10
Meeting notices	116
Notice of absences	2
Notice of discipline problems	3
Social services & law enforcement	5
Number of parents that attended State PAC meeting	428
Number of parents that visited classroom	72
Number of parents that helped with field trips	15
Number of parents that talked to teachers about student progress	50
Number of parents that help with recruiting	107
Number of parents employed by LEA	6

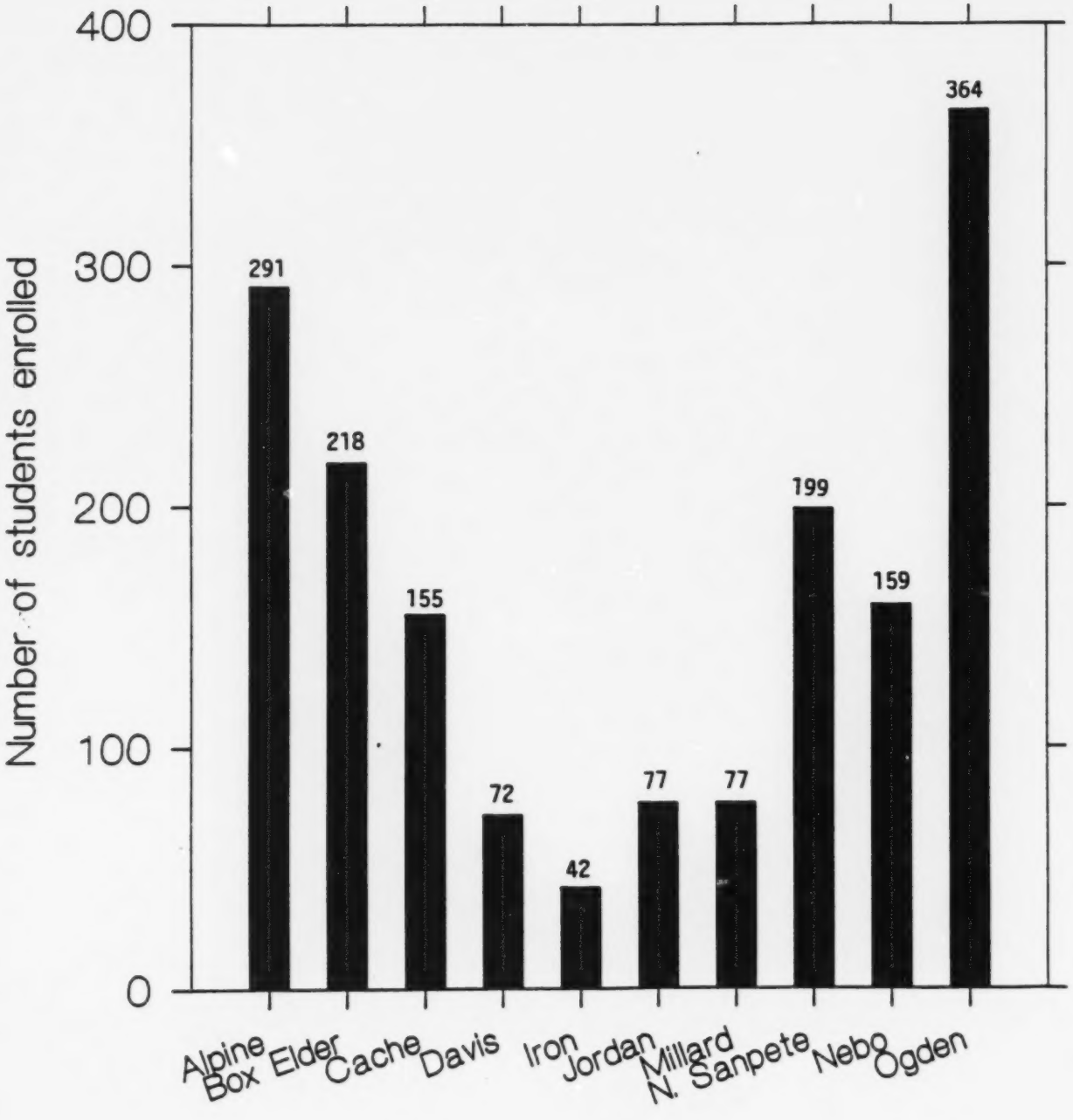
State Performance Data

Appendix "A"

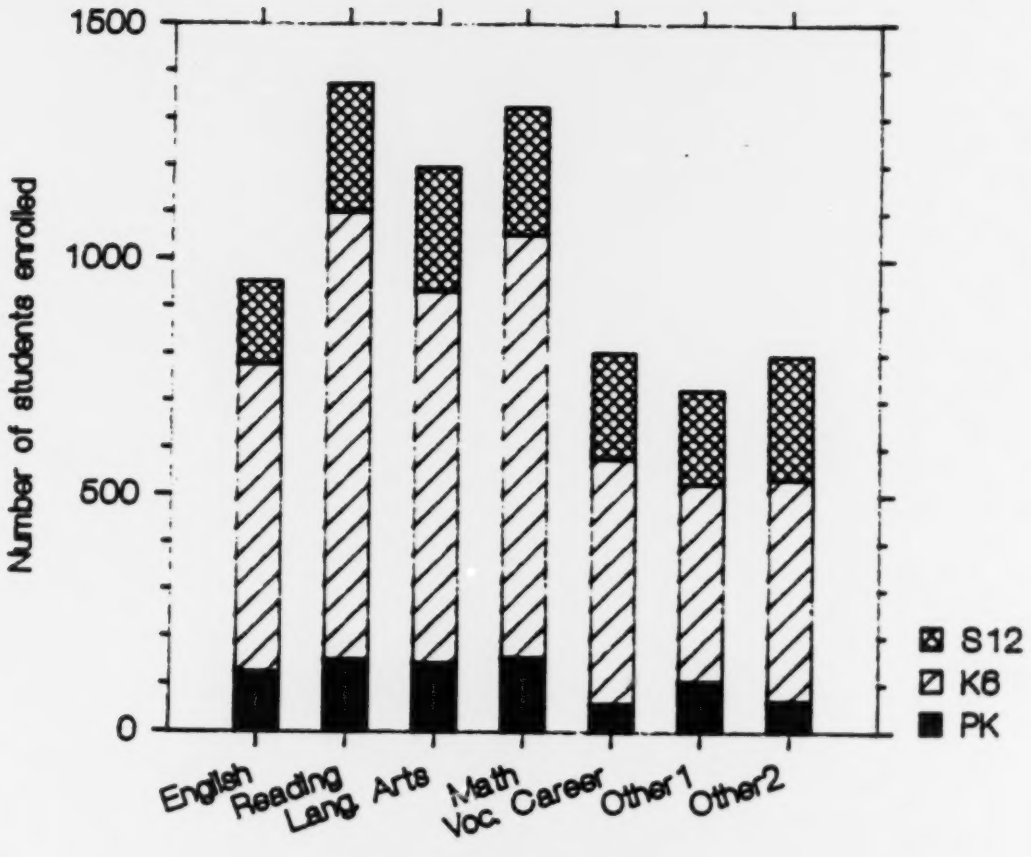
Utah Migrant Education: 1991



Utah Migrant Education: 1991

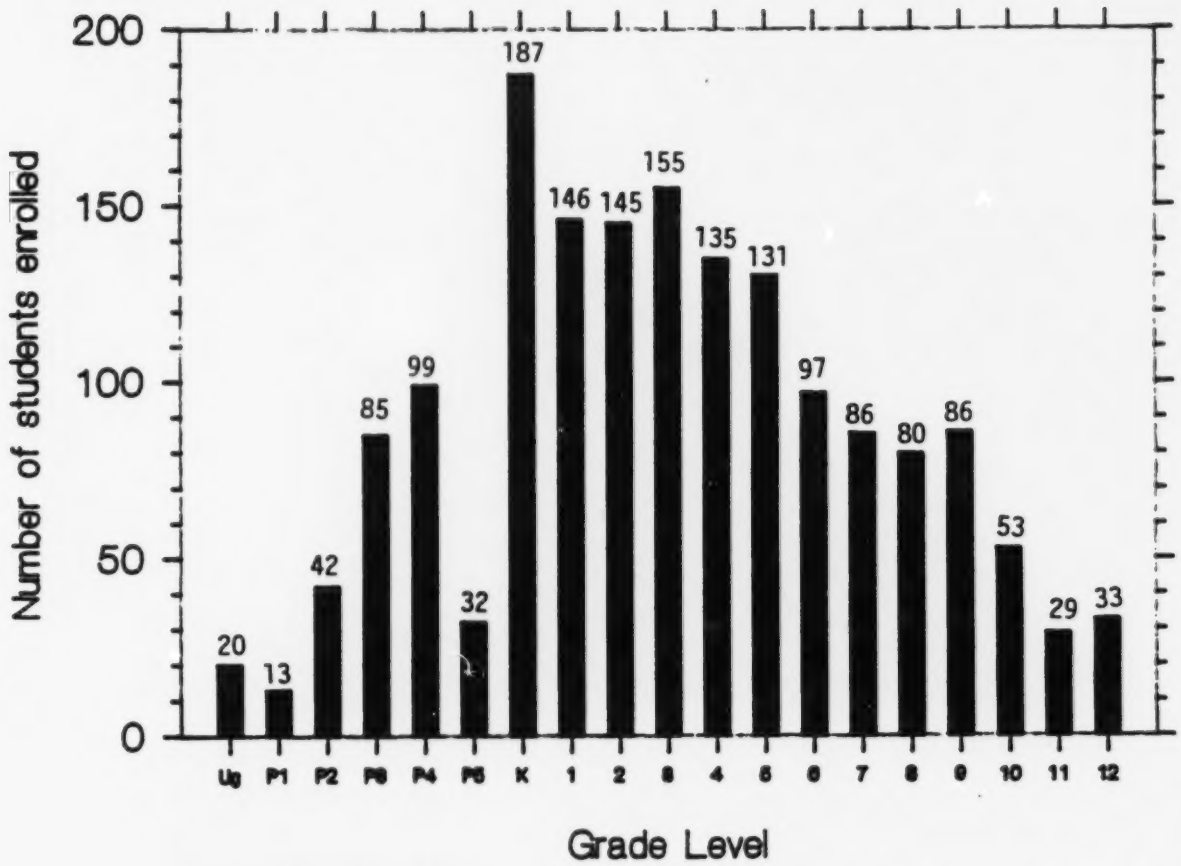


Utah Migrant Education: 1991



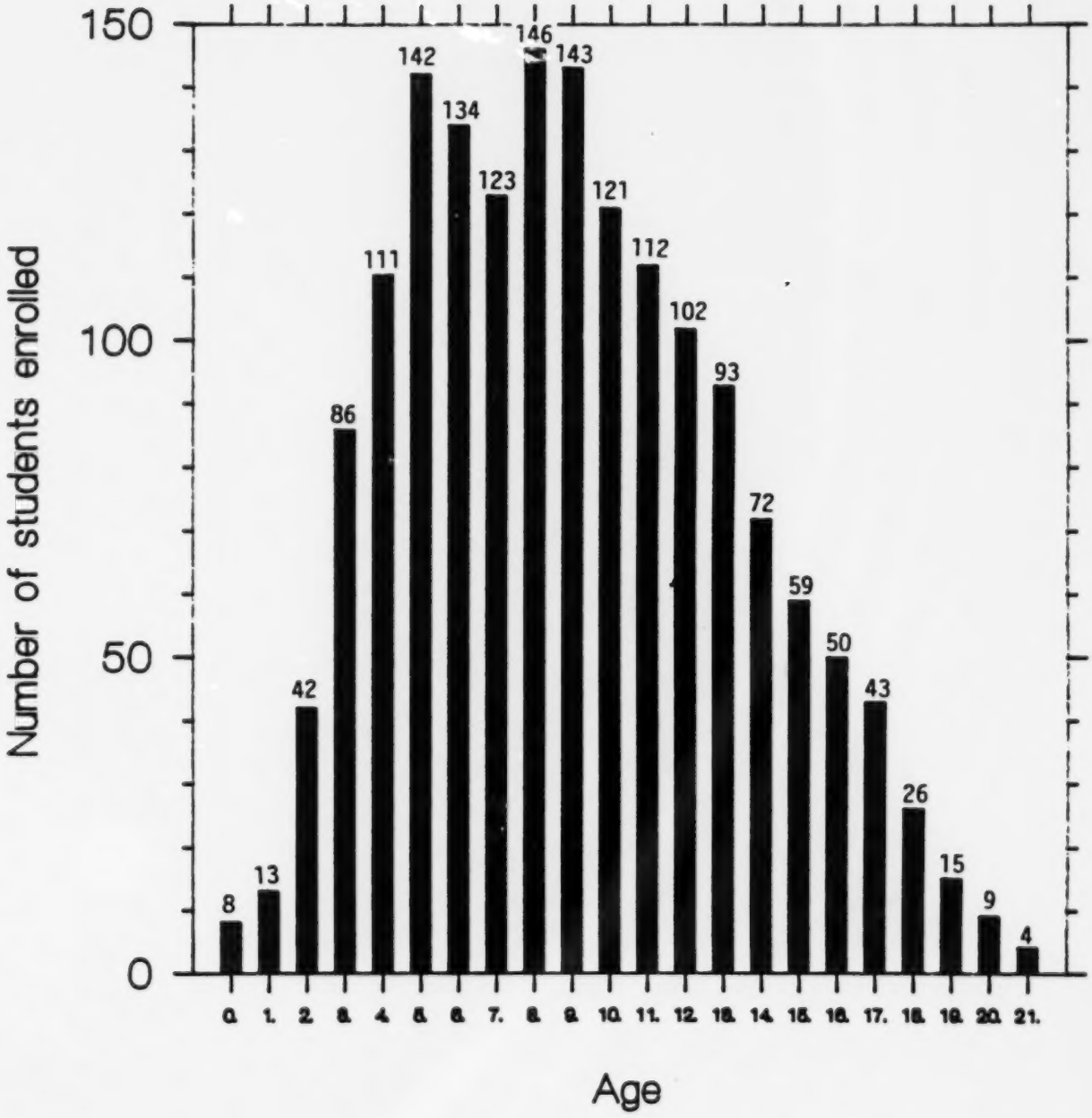
Grades PK: Pre-kindergarten
Grades K6: Kindergarten through Sixth Grade
Grades S12: Grades Seven through Twelve
English: English and Limited English
Other1: Drivers Ed. Computers. and Art
Other2: Swimming. Sewing. Food

Utah Migrant Education: 1991

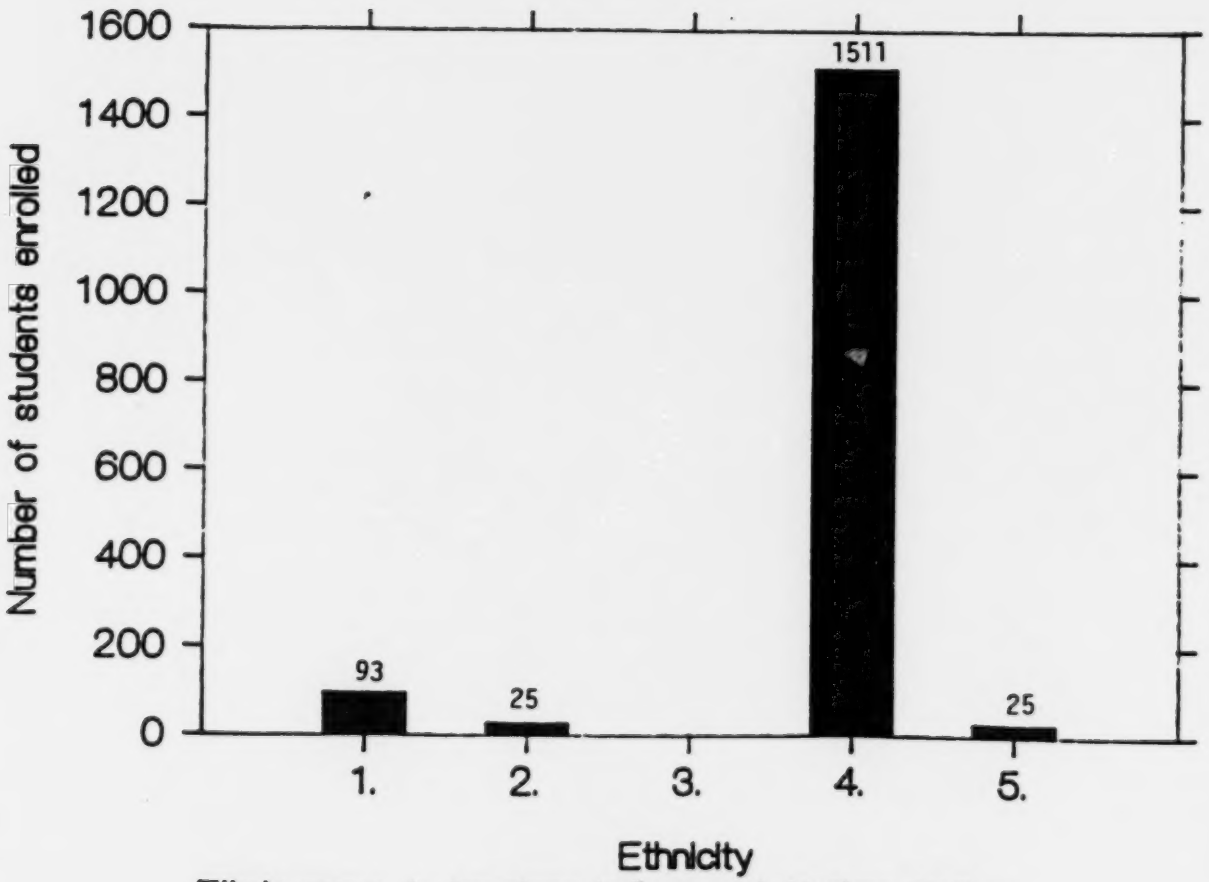


Grade Ug: Ungraded
Grade P1: Preschool - Age 1
Grade P2: Preschool - Age 2
Grade P3: Preschool - Age 3
Grade P4: Preschool - Age 4
Grade P5: Preschool - Age 5
Grade K: Kindergarten

Utah Migrant Education: 1991

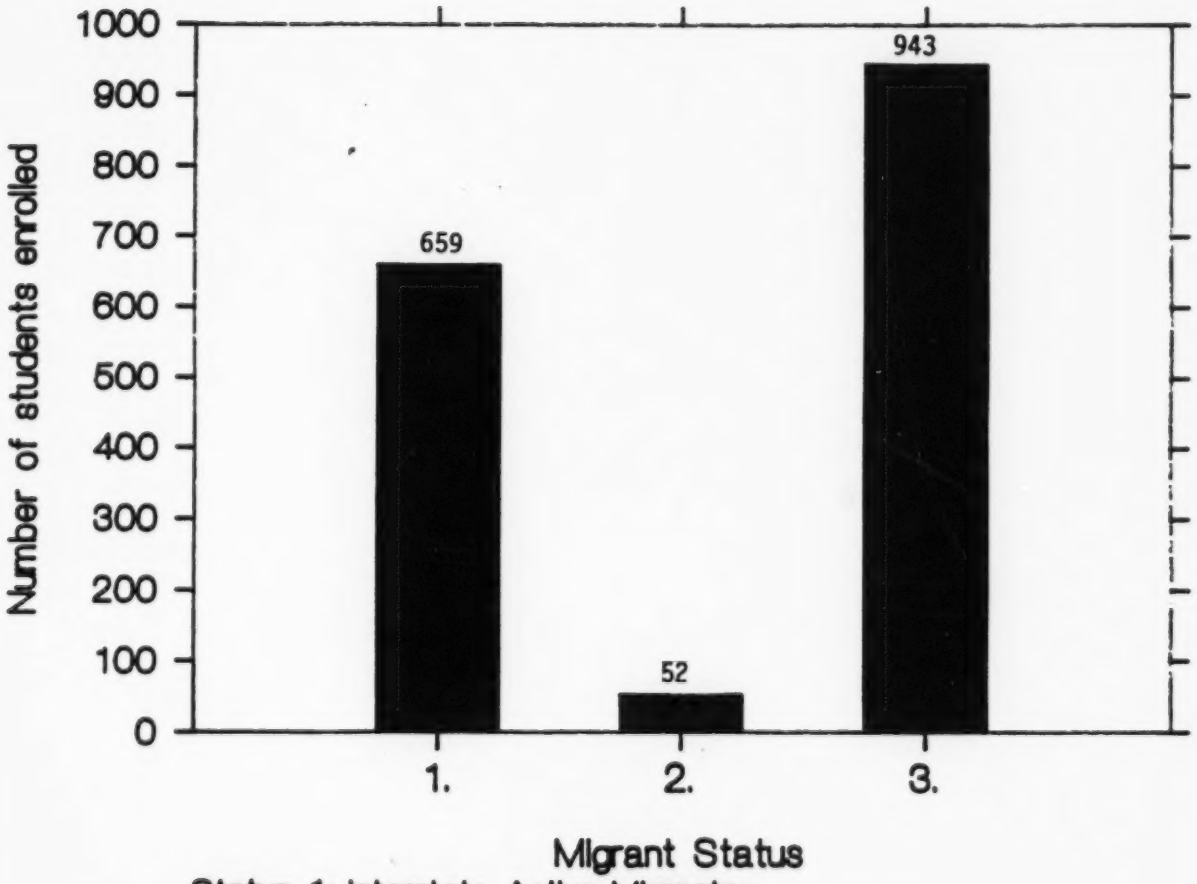


Utah Migrant Education: 1991



Ethnic group 1: American Indians and Alaskan Natives
Ethnic group 2: Asians and Pacific Islanders
Ethnic group 3: Non-hispanic Blacks
Ethnic group 4: Hispanics
Ethnic group 5: Non-hispanic Whites

Utah Migrant Education: 1991

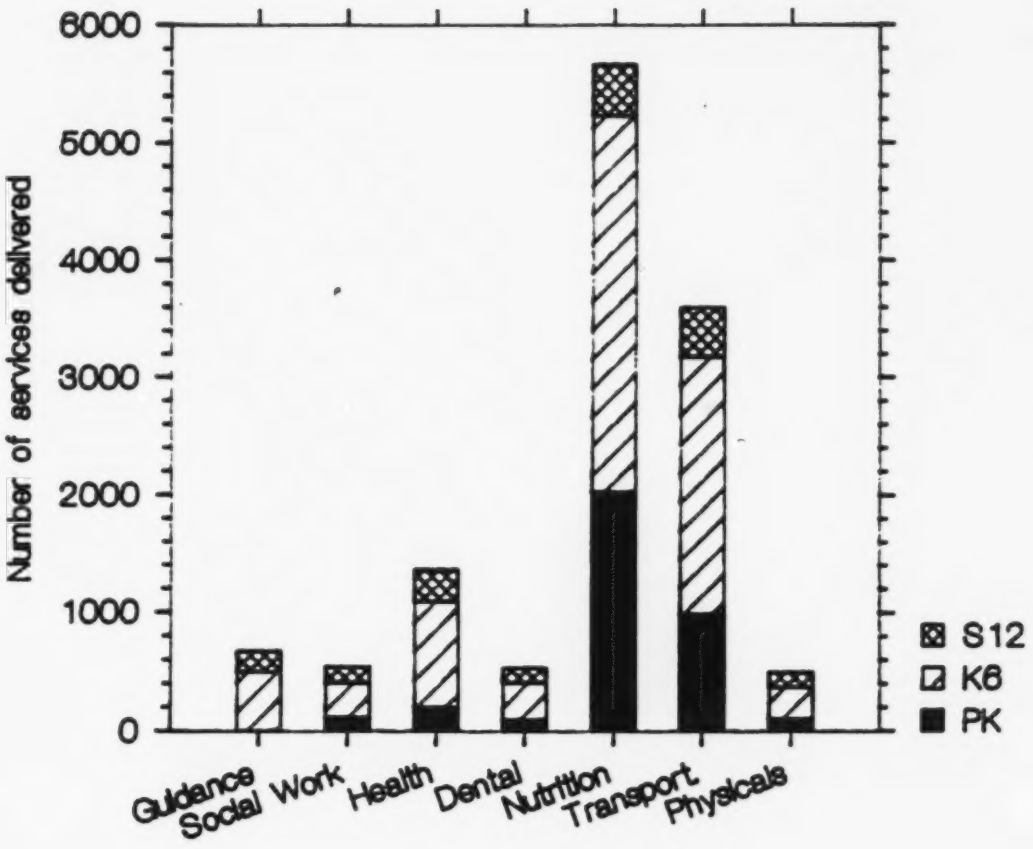


Status 1: Interstate Active Migrants

Status 2: Intrastate Active Migrants

Status 3: Settled Migrants

Utah Migrant Education: 1991



Grades PK: Pre-kindergarten

Grades K6: Kindergarten through Sixth Grade

Grades S12: Grades Seven through Twelve

Guidance: Guidance and Counseling

Transport: Pupil Transportation

Achievement Data

Appendix "B"

UTAH

MIGRANT EDUCATION

MIGRANT PROGRAM EVALUATION SUMMARY

Utah Core End-Of-Level Tests (Criterion-Referenced)

YEAR 1991

GRADE LEVEL 1

PROGRAM NAME	READING			MATHEMATICS		
	N	Pre Test Sum	Post Test Sum	N	Pre Test Sum	Post Test Sum
ALPINE	- -	- -	- -	- -	- -	- -
BOX ELDER	15	747	882	16	1031	1153
CACHE	- -	- -	- -	- -	- -	- -
DAVIS	4	107	132	4	69	115
IRON	- -	- -	- -	- -	- -	- -
JORDAN	6	202	297	5	228	245
MILLARD	5	66	96	4	91	105
NEBO	4	307	327	5	353	381
NORTH SANPETE	9	354	432	9	455	513
OGDEN	- -	- -	- -	-- -	- -	--
ENTIRE STATE	43	1783	2166	43	2227	2512
Mean Average NCE Score:		41.47	50.37		51.79	58.42
NCE Gains:			+8.90			+6.63

UTAH

MIGRANT EDUCATION

MIGRANT PROGRAM EVALUATION SUMMARY

Utah Core End-Of-Level Tests (Criterion-Referenced)

YEAR 1991

GRADE LEVEL 2

PROGRAM NAME	READING			MATHEMATICS		
	N	Pre Test Sum	Post Test Sum	N	Pre Test Sum	Post Test Sum
ALPINE	- -	- -	- -	- -	- -	- -
BOX ELDER	3	137	168	3	201	224
CACHE	- -	- -	- -	- -	- -	- -
DAVIS	5	178	220	6	155	208
IRON	--	- -	- -	- -	- -	- -
JORDAN	5	253	226	6	432	388
MILLARD	3	56	83	3	76	100
NEBO	12	707	825	12	899	889
NORTH SANPETE	10	573	624	12	835	915
OGDEN	- -	- -	- -	- -	- -	- -
ENTIRE STATE	38	1904	2146	42	2598	2724
Mean Average NCE Score:		50.11	56.47		61.86	64.86
NCE Gains:			+6.36			+3.00

UTAH

MIGRANT EDUCATION

MIGRANT PROGRAM EVALUATION SUMMARY

Utah Core End-Of-Level Tests (Criterion-Referenced)

YEAR 1991

GRADE LEVEL 3

PROGRAM NAME	READING			MATHEMATICS		
	N	Pre Test Sum	Post Test Sum	N	Pre Test Sum	Post Test Sum
ALPINE	- -	- -	- -	- -	- -	- -
BOX ELDER	4	102	130	4	119	152
CACHE	- -	- -	- -	- -	- -	- -
DAVIS	3	152	128	2	66	76
IRON	- -	- -	- -	- -	- -	- -
JORDAN	8	224	192	5	234	300
MILLARD	7	201	229	8	226	341
NEBO	- -	- -	- -	- -	- -	- -
NORTH SANPETE	4	115	214	5	264	301
OGDEN	- -	- -	- -	- -	- -	- -
ENTIRE STATE	26	794	893	24	909	1170
Mean Average NCE Score:		30.54	34.35		37.88	48.75
NCE Gains:			+3.81			+10.87

UTAH

MIGRANT EDUCATION

MIGRANT PROGRAM EVALUATION SUMMARY

Utah Core End-Of-Level Tests (Criterion-Referenced)

YEAR 1991

GRADE LEVEL 4

PROGRAM NAME	READING			MATHEMATICS		
	N	Pre Test Sum	Post Test Sum	N	Pre Test Sum	Post Test Sum
ALPINE	- -	- -	- -	- -	- -	- -
BOX ELDER	9	313	358	9	268	353
CACHE	- -	- -	- -	- -	- -	- -
DAVIS	5	50	57	5	82	85
IRON	- -	- -	- -	- -	- -	- -
JORDAN	2	64	59	2	43	53
MILLARD	2	44	45	2	110	105
NEBO	1	40	62	1	53	74
NORTH SANPETE	9	239	457	7	139	428
OGDEN	- -	- -	- -	- -	- -	- -
ENTIRE STATE	28	750	1038	26	695	1098
Mean Average NCE Score:		26.79	38.07		26.73	42.23
NCE Gains:			+10.28			+15.50

UTAH

MIGRANT EDUCATION

MIGRANT PROGRAM EVALUATION SUMMARY

Utah Core End-Of-Level Tests (Criterion-Referenced)

YEAR 1991

GRADE LEVEL 5

PROGRAM NAME	READING			MATHEMATICS		
	N	Pre Test Sum	Post Test Sum	N	Pre Test Sum	Post Test Sum
ALPINE	- - -	- - -	- - -	- - -	- - -	- - -
BOX ELDER	5	185	216	5	119	161
CACHE	- - -	- - -	- - -	- - -	- - -	- - -
DAVIS	3	9	19	3	25	36
IRON	- - -	- - -	- - -	- - -	- - -	- - -
JORDAN	7	257	278	7	233	197
MILLARD	4	116	110	4	89	96
NEBO	3	185	204	3	163	181
NORTH SANPETE	7	188	302	6	219	272
OGDEN	5	105	133	5	117	125
ENTIRE STATE	34	1045	1262	33	965	1068
Mean Average NCE Score:		30.74	37.12		29.24	32.36
NCE Gains:			+6.38			+3.12

UTAH

MIGRANT EDUCATION

MIGRANT PROGRAM EVALUATION SUMMARY

Utah Core End-Of-Level Tests (Criterion-Referenced)

YEAR 1991

GRADE LEVEL 6

PROGRAM NAME	READING			MATHEMATICS		
	N	Pre Test Sum	Post Test Sum	N	Pre Test Sum	Post Test Sum
ALPINE	3	89	287	3	105	148
BOX ELDER	10	339	438	0	0	0
CACHE	7	255	194	7	194	200
DAVIS	1	30	7	1	25	37
IRON	- - -	- - -	- - -	- - -	- - -	- - -
JORDAN	5	178	162	5	129	151
MILLARD	5	203	169	4	121	105
NEBO	10	552	620	10	551	652
NORTH SANPETE	4	140	214	4	71	123
OGDEN	9	284	256	9	272	200
ENTIRE STATE	54	2070	2347	43	1468	1616
Mean Average NCE Score:		38.33	43.46		34.14	37.58
NCE Gains:		+5.13			+3.44	

UTAH

MIGRANT EDUCATION

MIGRANT PROGRAM EVALUATION SUMMARY

Utah Core End-Of-Level Tests (Criterion-Referenced)

YEAR 1991

GRADE LEVEL 7

PROGRAM NAME	READING			MATHEMATICS		
	N	Pre Test Sum	Post Test Sum	N	Pre Test Sum	Post Test Sum
ALPINE	2	145	198	2	92	114
BOX ELDER	---	- - -	- - -	- - -	- - -	- - -
CACHE	1	73	68	1	57	61
DAVIS	- - -	- - -	- - -	- --	- - -	- - -
IRON	- - -	- - -	- - -	- - -	- - -	- - -
JORDAN	1	4	25	1	27	41
MILLARD	1	74	80	1	47	60
NEBO	3	107	180	3	72	84
NORTH SANPETE	3	165	154	3	34	146
OGDEN	12	290	260	12	386	270
ENTIRE STATE	23	858	965	23	715	776
Mean Average NCE Score:		37.30	41.96		31.09	33.74
NCE Gains:			+4.66			+2.63

UTAH

MIGRANT EDUCATION

MIGRANT PROGRAM EVALUATION SUMMARY

Utah Core End-Of-Level Tests (Criterion-Referenced)

YEAR 1991

GRADE LEVEL 8

PROGRAM NAME	READING			MATHEMATICS		
	N	Pre Test Sum	Post Test Sum	N	Pre Test Sum	Post Test Sum
ALPINE	2	79	171	2	36	56
BOX ELDER	- - -	- - -	- - -	- - -	- - -	- - -
CACHE	1	54	20	1	22	38
DAVIS	2	37	26	2	25	8
IRON	- - -	- - -	- - -	- - -	- - -	- - -
JORDAN	- - -	- - -	- - -	- - -	- - -	- - -
MILLARD	- - -	- - -	- - -	- - -	- - -	- - -
NEBO	6	441	418	6	274	364
NORTH SANPETE	5	168	320	5	207	305
OGDEN	5	71	156	5	138	115
ENTIRE STATE	21	850	1111	21	702	886
Mean Average NCE Score:		40.48	52.90		33.43	42.19
NCE Gains:			+12.42			+8.76

UTAH

MIGRANT EDUCATION

MIGRANT PROGRAM EVALUATION SUMMARY

Utah Core End-Of-Level Tests (Criterion-Referenced)

YEAR 1991

GRADE LEVEL 9

PROGRAM NAME	READING			MATHEMATICS		
	N	Pre Test Sum	Post Test Sum	N	Pre Test Sum	Post Test Sum
ALPINE	1	14	82	1	6	8
BOX ELDER	- - -	- - -	- - -	- - -	- - -	- - -
CACHE	- - -	- - -	- - -	- - -	- - -	- - -
DAVIS	2	42	16	2	19	18
IRON	- - -	- - -	- - -	- - -	- - -	- - -
JORDAN	1	4	25	1	69	62
MILLARD	1	1	7	1	1	1
NEBO	3	153	180	3	79	188
NORTH SANPETE	2	78	186	2	95	139
OGDEN	3	67	159	3	96	121
ENTIRE STATE	13	359	655	13	365	537
Mean Average NCE Score:		27.62	50.38		28.08	41.31
NCE Gains:			+22.76			+13.23

UTAH

MIGRANT EDUCATION

MIGRANT PROGRAM EVALUATION SUMMARY

Utah Core End-Of-Level Tests (Criterion-Referenced)

YEAR 1991

GRADE LEVEL 10

PROGRAM NAME	READING			MATHEMATICS		
	N	Pre Test Sum	Post Test Sum	N	Pre Test Sum	Post Test Sum
ALPINE	2	83	136	2	42	31
BOX ELDER	- - -	- - -	- - -	- - -	- - -	- - -
CACHE	- - -	- - -	- - -	- - -	- - -	- - -
DAVIS	- - -	- - -	- - -	- - -	- - -	- - -
IRON	- - -	- - -	- - -	- - -	- - -	- - -
JORDAN	2	50	73	2	18	81
MILLARD	- - -	- - -	- - -	- - -	- - -	- - -
NEBO	2	163	149	2	65	85
NORTH SANPETE	- - -	- - -	- - -	- - -	- - -	- - -
OGDEN	1	1	73	1	7	1
ENTIRE STATE	7	297	431	7	132	198
Mean Average NCE Score:		42.43	61.57		18.86	28.29
NCE Gains:			+19.14			+9.43

UTAH

MIGRANT EDUCATION

MIGRANT PROGRAM EVALUATION SUMMARY

Utah Core End-Of-Level Tests (Criterion-Referenced)

YEAR 1991

GRADE LEVEL 11

PROGRAM NAME	READING			MATHEMATICS		
	N	Pre Test Sum	Post Test Sum	N	Pre Test Sum	Post Test Sum
ALPINE	- - -	- - -	- - -	- - -	- - -	- - -
BOX ELDER	- - -	- - -	- - -	- - -	- - -	- - -
CACHE	- - -	- - -	- - -	- - -	- - -	- - -
DAVIS	- - -	- - -	- - -	- - -	- - -	- - -
IRON	- - -	- - -	- - -	- - -	- - -	- - -
JORDAN	- - -	- - -	- - -	- - -	- - -	- --
MILLARD	- - -	- - -	-- -	- - -	- - -	- - -
NEBO	1	10	22	1	24	31
NORTH SANPETE	1	15	76	1	41	53
OGDEN	- --	- - -	- - -	- - -	- - -	- - -
ENTIRE STATE	2	25	98	2	65	84
Mean Average NCE Score:		12.50	49.00		32.50	42.00
NCE Gains:			+36.50			+9.50

UTAH

MIGRANT EDUCATION

MIGRANT PROGRAM EVALUATION SUMMARY

Utah Core End-Of-Level Tests (Criterion-Referenced)

YEAR 1991

GRADE LEVEL 12

PROGRAM NAME	READING			MATHEMATICS		
	N	Pre Test Sum	Post Test Sum	N	Pre Test Sum	Post Test Sum
ALPINE	- - -	- - -	- - -	- - -	- - -	- - -
BOX ELDER	- - -	- - -	- - -	- - -	- - -	- - -
CACHE	- - -	- - -	- - -	- - -	- - -	- - -
DAVIS	- - -	- - -	- - -	- - -	- - -	- - -
IRON	- - -	- - -	- - -	- - -	- - -	- - -
JORDAN	- - -	- - -	- - -	- - -	- - -	- - -
MILLARD	- - -	- - -	- - -	- - -	- - -	- - -
NEBO	- - -	- - -	- - -	- - -	- - -	- - -
NORTH SANPETE	- - -	- - -	- - -	- - -	- - -	- - -
OGDEN	- - -	- - -	- - -	- - -	- - -	- - -
ENTIRE STATE	- - -	- - -	- - -	- - -	- - -	- - -
Mean Average NCE Score:		- - -	- - -		- - -	- - -
NCE Gains:			- - -			- - -

Jay B. Taggart
State Superintendent of Public Instruction

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Salt Lake City, Utah 84111